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AUTHOR Brooks, Douglas M.
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ABSTRACT

The Richardson Independent School District's (Texas) New Teacher Induction Program was evaluated by surveying teachers at three different times throughout the induction year. The three primary features of the program--a new teacher inservice day, a weekly meeting with principals, and professional seminars--were evaluated. Evaluation data also included videotapes of and interviews with the new teachers. Teachers reported that the first inservice day was professionally motivating and enhanced their professional competence. Teachers also reported positive perceptions of the district, reduced isolation, and sustained perceptions of professional competence as consequences of the weekly meetings. Classroom management and curriculum organization seminars were perceived as most helpful. Overall, the progam appeared very successful in meeting its goal of helping beginning teachers adjust to professional teaching in the school district. (CB)

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RICHARDSON

NEW TEACHER INDUCTION PROGRAM

FINAL DATA ANALYSIS AND REPORT

Prepared by:

Douglas M. Brooks, Ph.D.
Chair/Professor, Department of Teacher Education
Miami University
Oxford, Ohio 45056

September 1986

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RICHARDSON NEW TEACHER INDUCTION PROGRAM

ABSTRACT

The primary features of the Richardson new teacher induction program were: (1) an August 26 inservice day specifically designed to meet the needs of entry year teachers; (2) a weekly meeting between beginning teachers and the building principal and; (3) professional seminars throughout the school year focusing on topics relevant to beginning teachers. Teachers were surveyed three different times during the induction year: (1) following the August 26 inservice day; (2) midway through the fall 1986 term; and (3) at the conclusion of the first year of teaching. End of the year data also included the targeted video taping of new teachers evaluated in the upper and lower ranges of the district teacher observation instrument and interviews conducted by the consultant with the teachers that had been selected for video taping.

Data at each stage of the project strongly supported the design of the project. Teachers reported that the first day inservice was professionally motivating and enhanced their professional competence. They report positive perceptions of the district, reduced isolation, and sustained perceptions of professional competence as a consequence of positively managed weekly meetings. The classroom management and curriculum organization seminars were perceived as most helpful. Principals appear to take into account the development of beginning teachers in making evaluations of classroom performance but tend to use the generous end of the rating scale. Principals varied in their implementation of and skill within the weekly meetings. Exit level video tape performance suggests that intervention between the first and second year of teaching could positively effect a negative trend in professional development. Summative data suggest a very positive response to project features by participating teachers. Professional and personal maturity in role over time remains an important ingredient in professional development.

Item Analysis: Beginning Teachers

1. Did you attend the August 26 inservice day for new teachers?

yes	31	no	2
%	94	%	6

*The no responses are explained by teachers who were hired after the August 26 inservice day.

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

yes	14	no	19
%	42	%	58

*These numbers are the most troublesome. Some principals delegated this activity to assistant principals. Interview data, interim data suggest that in some cases these meetings did not result in the climate for exchange and thus lost their purpose. Clearly principal attitude and skill are related to successfully achieving the intended objectives of this particular feature. The absence of the meetings created a reliance on the seminars and negative perceptions. It is difficult to imagine no need to meet at least in the early weeks. These numbers reflect all new personnel--beginning, new and returning. The subset of beginning teacher data below reflects a similar pattern:

4. In retrospect, did the August 26 inservice session enhance your professional competence?

yes	28	no	2
%	90	%	10

This is the most impressive result of the induction project. The significance of these results lies in the time of data collection. At the end of the year, beginning teachers continued to believe that the August 26 inservice experience enhanced their professional competence. This result suggests that the information provided on August 26 and the formats for presentation were excellent and stood the test of reality. Less useful information or good information formatted improperly would have lost currency through the year and resulted in less impressive results.

The dominant written report in explanations of yes responses was "helped to know what to expect." Second was "policies made clear." Third was "informative." Each of these responses suggests that fear of the unknown is a major factor in shaping feelings of incompetence that ultimately effect motivation. These results support the literature on stress and the causes of stress. Fear of the unknown and no established patterns of conflict resolution are considered

dominant contributors to increased stress. The project appears to have successfully addressed the entry stress issue.

5. In retrospect, did the August 26 inservice session enhance your professional motivation to teach?

yes	23	no	8	NA	2
%	70	%	24	%	6

*Equally impressive were these results. The information, people and formatting appears to have sustained and enhanced the desire to teach. This positive attitude appears to have replaced the apprehension characteristically reported by beginning teachers. The combination of this result and the perception of enhanced professional competence suggest a major influence by the project design and implementation. The dominant response to this question was "increased confidence." Other responses included "good ideas," and significantly "knowing the professionals that are ready to help at any time."

6. Did you attend the seminars held in January for new teachers?

yes	19	no	14
%	58	%	42

*Assignments within the district affected the high frequency of no responses to this question.

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

yes	16	no	6	NA	11
%	48	%	18	%	34

The analysis of topic ratings predictably place classroom management and curriculum organization at the top of the list. Results on topics after classroom management are bimodal. Many topics appear to have been valued based on the needs of individuals. The subject of teacher liability appears to have received the lowest rankings.

Beginning teachers want to know what is behaviorally expected in the classroom by the building principal. Equally important is knowing how they are doing early, very early, in the year. These two needs must be attended to by building principals, even at the expense of other principal tasks. Several teachers reported that they knew there were instructional expectations, but had never heard them reinforced by the building principal.

Teachers reported very mixed reactions by the building principals to the recommended weekly meetings. The effect of this variance was mixed reactions by the beginning teachers attending the sessions. Effective sessions were acclaimed as very useful. Ineffective sessions were referred to as "another one of these."

Combined, the interviews and tape sessions strongly support the objectives and design of the project. The beginning teacher questioned, in some cases, the effective implementation of the weekly meetings. When they were orchestrated well they were perceived as helpful. When the meetings didn't occur, interim data suggest that they were missed. When they were orchestrated badly they were not perceived as helpful. The structural opportunity for the meeting was not sufficient to make them effective. The professional seminars were perceived as beneficial to most, but not all, teachers depending on the topic.

The video tapes suggest that building principals do take into account the developmental stage of the teacher in evaluations of beginning teacher performance. However, only 1 teacher received an overall evaluation below a 3. There is a danger in this generosity error. Beginning teachers need specific activity related professional suggestions. Just as beginning teachers look to instructional leaders for

expectations, they also look to them for definition. Curving the performance up only suggests that the performance is acceptable when it may not be acceptable (see recommendation #4).

Conclusions

The single most impressive result of the project design and implementation was the beginning teacher longitudinal perceptions of enhanced professional competence and motivation. Beginning teachers have documented preservice and emergent needs and concerns. Without effective, purposeful intervention these needs and concerns can be exascerbated by the effects of "reality shock." The project reduced the negative effects of this trauma with an excellent preservice experience. The design and delivery systems of the August 26 inservice day should be maintained and supported within the district. Beginning teacher reports of increased feelings of competence, motivation, belonging, support and attention combine to produce an overwhelming perception of district competence and motivation to assist and develop entry year professionals.

Recommendations

1. Continue the August 26 inservice structure. The opportunity for beginning teachers to observe effective exemplars in first day, lectures, openings, and testing activities in VHS, beta, video disc or film formats would model positive classroom routines and habits. Many beginning faculty have access to home video machines that would permit observation in nonschool hours.
2. Continue the weekly principal meetings early in the year. The significance of these meetings needs to be emphasized with principals. The priority of these meetings to human resource development needs to be emphasized. Perhaps a video tape of an exemplary meeting could be developed as a training tool for reluctant or inexperienced principals.

3. The weekly seminar should be continued with a first of the year priority given to curricular organization, instructional strategies (i.e., lecturing and class discussion) and classroom management techniques with a grade level focus.
4. Video tape records acquired at the conclusion of the beginning year would provide principals and instructional consultants with data for careful analysis over the summer. These data could then be used to recommend to teachers experiencing problems summer or pre-second school year activities, such as viewing tapes of positive models. The tapes could also serve as baseline data for second year evaluations. A major intervention system between the first and second years of teaching could be used to redirect teachers experiencing difficulty toward more positive professional development.
5. Attendance and participation in "rehabilitation" summer sessions could be related to contracts and future evaluation criteria.
6. The full year of beginning teacher experience should serve as an excellent frame of reference and enhance the power of any summer rehabilitating treatment effect.

APPENDIX I

BEGINNING TEACHERS

Richardson New Teacher Induction Program

Year-End Questionnaire and Interview

1. Did you attend the August 26 inservice day for new teachers?

yes	31	no	2
%	94	%	6

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

yes	14	no	19
%	42	%	58

3. Please identify your present status with the district.

33 Beginning teacher with no prior contract experience (39%)
_____ New teacher to RISD but with prior contract experience
_____ Returning teacher to RISD with a minimum of one year's absence

4. In retrospect, did the August 26 inservice session enhance your professional competence?

yes	28	no	2
%	90	%	10

Why?

5. In retrospect, did the August 26 inservice session enhance your professional motivation to teach?

yes	23	no	8	NA	2
%	70	%	24	%	6

6. Did you attend the seminars held in January for new teachers?

yes	19	no	14
%	58	%	42

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

yes	16	no	6	NA	11
%	48	%	18	%	34

Please explain.

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

   Please explain.

Buddy teacher went	- 1
In faculty meetings	- 6
Just as needed	- 3
No - hired after start of year	- 1
Principal's time demanded elsewhere	- 2
Met with once as a group	- 1

4. In retrospect, did the August 26 inservice session enhance your professional competence?

No, only way to learn is as you go	- 1
Helped to know what to expect	- 10*
Organization tips	- 1
Policies made clearer	- 5*
Mentally prepared teacher for the year	- 1
Informative	- 3
Too much information at once	- 1
Met some colleagues which helped enhanced beginning a new career	- 1
A little bit/not really	- 1

5. In retrospect, did the August 26 inservice enhance your personal motivation to teach?

Knowing the professionals that are ready to help at any time	- 3
Positive experience	- 3
Geared-up for start of the school year	- 1
Learned ideas on how to begin the year	- 3
Already motivated	- 3
Gave more confidence	- 7*

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

Discipline too late in the year	- 1
Video tape excellent	- 1
Media center presentation good	- 1
Need to know what services are available	- 1
Cover less material in more detail	- 1
Helped in getting organized	- 1
Covered areas not covered in college	- 1
Classroom management excellent	- 1
Stress excellent	- 1
Everything helpful	- 3
Already heard what was offered	- 1
Instructional methods good	- 1
Discipline seminar useful	- 2
Grade book organization helpful	- 1

2. What do you feel were the topics that most positively affected your first year performance? Please explain.

Curriculum organization	- 13*
Student motivation	- 4
Classroom discipline	- 14*
Instructional methods	- 4
Materials and supplies	- 4
Organizing class work	- 5
Assessing student work	- 3
Scope and sequence	- 1
Activities and ideas for first few weeks helpful	- 1
Everything	- 1

3. What do you feel were the topics that least affected your first year performance? Please explain.

Teacher evaluation	- 7
Teacher liability	- 13*
Individual differences	- 1
Materials/supplies	- 2
Classroom management not useful in special area classes	- 1
Organizing class work	- 1
Career ladder	- 1
Student motivation	- 2
Everything except classroom discipline	- 1
Assessing student work	- 1
None	- 2
Classroom discipline	- 1

4. What areas of the first year induction program do you feel most directly affected your personal satisfaction with your assignment?

Instructional methods	- 4
Felt a part of the program and district	- 5*
Organizing class work	- 3
Curriculum organization	- 4
Classroom discipline	- 2
First inservice helpful	- 1
Student motivation	- 5
Meeting with other beginning teachers	- 2
Positive attitude of the staff	- 2
Assessing student work	- 1
Individual differences	- 3
Materials and supplies	- 1
Helped get ready for first day	- 1
Teacher evaluation	- 1

5. As you reflect back on your first year and the induction program, what suggestions would you make to improve the induction program?

Have beginning teachers meet with experienced teachers for ideas and problem solving	- 1
Less material, more detail	- 2
Use specifics	- 1
Nothing	- 2
More on assessing student work	- 1
More on assessing teacher evaluation	- 6*
More time at home building with home faculty	- 1
Explain type of testing district requires	- 1
More than one inservice day	- 3
More needed for beginning teachers	- 1
Not prepared for all the responsibilities	- 1
More hands-on activity	- 1
Have it earlier	- 2
Could be more organized	- 1
More on organizing the curriculum, especially the first six weeks	- 1
More on shortcutting paperwork	- 1

6. What other comments would you like to make, positive or negative?

Nice to have someone listen/breakfast with Terry Miller	- 1
Overall program very good	- 2
Cover less	- 1
Stretch to two days	- 1
Well organized district	- 2
Help more emotionally than practically	- 1
Have a "buddy" to assist beginning teachers	- 2
Go over how to use curriculum guides	- 2
Hard year adjusting to two school teaching situations	- 1

APPENDIX II

NEW TEACHER TO RISD

Richardson New Teacher Induction Program

Year-End Questionnaire and Interview

1. Did you attend the August 26 inservice day for new teachers?

yes	38	no	9
%	81	%	19

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

yes	20	no	26	NA	1
%	43	%	55	%	2

3. Please identify your present status with the district.

_____ Beginning teacher with no prior contract experience
47 New teacher to RISD but with prior contract experience (56%)
_____ Returning teacher to RISD with a minimum of one year's absence

4. In retrospect, did the August 26 inservice session enhance your professional competence?

yes	26	no	10	NA	11
%	55	%	21	%	23

Why?

5. In retrospect, did the August 26 inservice session enhance your professional motivation to teach?

yes	25	no	14	NA	8
%	53	%	30	%	17

6. Did you attend the seminars held in January for new teachers?

yes	19	no	28
%	40	%	60

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

yes	17	no	1	NA	28
%	36	%	2	%	60

Please explain.

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

   Please explain.

Had two meetings	- 3
Seldom saw principal/V.P. helpful	- 1
No, came after school began	- 2
Met as needed	- 4
Just one meeting	- 1
Faculty meetings	- 2
Meant to but was busy/not high priority with the principal	- 1
Weekly or more	- 1
Informal	- 1
Had no meetings	- 2

4. In retrospect, did the August 26 inservice session enhance your professional competence?

Didn't attend hired after beginning of school year	- 2
Understood RISD policies	- 13*
Not really	- 5
Identified personal possibilities	- 1
Consulting teachers had excellent practical ideas that were useful	- 1
Renewed confidence	- 3
Community support	- 1
Learned a lot	- 1

5. In retrospect, did the August 26 inservice enhance your personal motivation to teach?

Do not attend--hired after start of school year	- 1
Expectations explained	- 2
Didn't need motivation	- 7
Motivation came from the atmosphere	- 9*
Reminder of how challenging and exciting teaching could be	- 1

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

Topics seemed geared toward beginning teachers	- 1
More time needed	- 2
Time management was good	- 1
One positive change was rearrangement for better visability	- 1
Discipline most beneficial	- 2

Stress management beneficial	- 4
Learned things from first semester experience	- 1
Two sessions very boring	- 1
Session with experienced teachers helpful	- 1
Video presentation good	- 1
Suggestions helpful	- 1
Some	- 1
Good orientation	- 1
Good insight to scope and sequence	- 1
Tour of materials center helpful	- 2
Tips on record keeping helped put together a professional file	- 1

2. What do you feel were the topics that most positively affected your first year performance? Please explain.

Curriculum organization	- 9*
Speakers excellent	- 1
Generalized information geared beginning teachers	- 1
Material and supplies	- 4
Have the proper set-up for the computer class	- 1
Learned new approaches	- 1
Assessing student work	- 1
Organizing class work	- 5
Classroom discipline - feedback on what others did	- 4
Instructional methods/nice idea to present abstract material	- 3
Student motivation	- 3
Teacher evaluation	- 1
Individual differences	- 1

3. What do you feel were the topics that least affected your first year performance? Please explain.

Teacher liability	- 12*
Materials/supplies	- 3
Some presentations were insulting to our IQ	- 1
Teacher evaluation	- 2
Everything was beneficial	- 2
Applied only to the mainstream	- 1
Discipline in classroom	- 1
Instructional methods/had in college	- 1
Individual differences	- 1
Organizing class work	- 1

4. What areas of the first year induction program do you feel most directly affected your personal satisfaction with your assignment?

Instructional methods/refined what already knew	- 2
None	- 1
Student motivation	- 3
Meeting other new teachers	- 3
Individual differences	- 2
Exchange ideas	- 3
Classroom discipline	- 2
Support from department head and consultant	- 2
Curriculum organization	- 3
Organizing class work	- 2
Too many inservices	- 1
Teacher evaluation	- 2
Felt uninformed to function in the district	- 1
In-school time to go over building policies	- 1
New teacher seminar held in January helpful	- 1
Motivating teachers	- 1
Assessing student work	- 1

5. As you reflect back on your first year and the induction program, what suggestions would you make to improve the induction program?

More specific information on RISD policies	- 3
More information on materials curriculum for all areas	- 2
Hold the seminars earlier so techniques could be implemented sooner	- 2
Nothing	- 7*
Program on classroom management for large practical class	- 1
More time for seminars, instead of swamping with too much information at once	- 2
Possible growth opportunities	- 1
Less pressure/more time to enjoy teaching	- 1
More group interaction	- 2
Don't try to teach an education course	- 1
More time to work freely	- 1
More one-to-one time with department head or supervisor	- 1
More on classroom discipline	- 1
RISD made every effort to make year as smooth as possible	- 1

6. What other comments would you like to make, positive or negative?

More information needed on policies and procedures	- 2
Shouldn't pass a specific percentage of students	- 1
Don't make assumptions about ability and background	- 1
Should continue inservice	- 1
Happy to be teaching in RISD	- 4
Learned a lot	- 1
Had a great year	- 1
First year teachers should meet together more	- 1
Valuable help from people in department	- 1
Workshops should be held August 1	- 1

APPENDIX III

RETURNING TEACHERS

Richardson New Teacher Induction Program

Year-End Questionnaire and Interview

1. Did you attend the August 26 inservice day for new teachers?

yes	4	no	0
%	100	%	0

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

yes	1	no	3
%	25	%	75

3. Please identify your present status with the district.

_____ Beginning teacher with no prior contract experience
_____ New teacher to RISD but with prior contract experience
4 Returning teacher to RISD with a minimum of one year's absence (5%)

4. In retrospect, did the August 26 inservice session enhance your professional competence?

yes	1	no	3
%	25	%	75

Why?

5. In retrospect, did the August 26 inservice session enhance your professional motivation to teach?

yes	3	no	1
%	75	%	25

6. Did you attend the seminars held in January for new teachers?

yes	1	no	3
%	25	%	75

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

yes	1	no	1	NA	2
%	25	%	25	%	50

Please explain.

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

   Please explain.

   No need - 1

5. In retrospect, did the August 26 inservice enhance your personal motivation to teach?

   Speaking was motivating - 1
   Minimally - 1

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

   Marginally - 1
   Stress seminar helpful - 1
   More in-depth on the materials center seminar - 1

2. What do you feel were the topics that most positively affected your first year performance? Please explain.

   Classroom discipline - 1
   Curriculum organization - 1
   Materials and supplies - 1

3. What do you feel were the topics that least affected your first year performance? Please explain.

   Curriculum organization - 1
   Classroom discipline - 1
   Individual differences - 1

4. What areas of the first year induction program do you feel most directly affected your personal satisfaction with your assignment?

   Principal presented programs - 1

5. As you reflect back on your first year and the induction program, what suggestions would you make to improve the induction program?

   Too much at once, inadequate coverage - 2

6. What other comments would you like to make, positive or negative?

   Not geared individuals' needs - 1
   Paperwork is overwhelming - 1

APPENDIX IV

TOTAL

Richardson New Teacher Induction Program

Year-End Questionnaire and Interview

1. Did you attend the August 26 inservice day for new teachers?

yes	73	no	11
%	87	%	13

2. Did your building principal meet with you on a weekly basis at the beginning of the year?

yes	35	no	48
%	42	%	58

3. Please identify your present status with the district.

33 Beginning teacher with no prior contract experience
47 New teacher to RISD but with prior contract experience
4 Returning teacher to RISD with a minimum of one year's absence

N = 84

4. In retrospect, did the August 26 inservice session enhance your professional competence?

yes	55	no	15
%	65	%	18

Why?

5. In retrospect, did the August 26 inservice session enhance your professional motivation to teach?

yes	51	no	33	NA	10
%	61	%	39	%	12

6. Did you attend the seminars held in January for new teachers?

yes	39	no	35
%	46	%	42

7. Did you find the topics addressed in the new teacher seminars useful to you during the second semester?

yes	34	no	8	NA	41
%	41	%	10	%	49

Please explain.

APPENDIX V

BETWEEN TEACHER COMPARISONS WITHIN GRADE LEVELS FOR PROJECT EFFECTS

The video tapes and subsequent interviews were extremely useful. The video tapes provided behavioral data on what a first year teacher "looks like" at the end of the year. The interview data provided opportunities to listen to the internal logic of beginning teacher as they choose to behave in particular ways on the video tapes. Two tapes were particularly illustrative because several variables were held constant. Both teachers were beginning teachers. They were female and they taught the same grade level. Their video tapes revealed radical differences in performance. Their interviews revealed radical differences in internal logic, rationales for behavior, perceptions of support and perceptions of the project. Teacher 1 was evaluated at the highest end of the performance scale. Teacher 2 was evaluated at the midpoint (but the lowest category used by any principal).

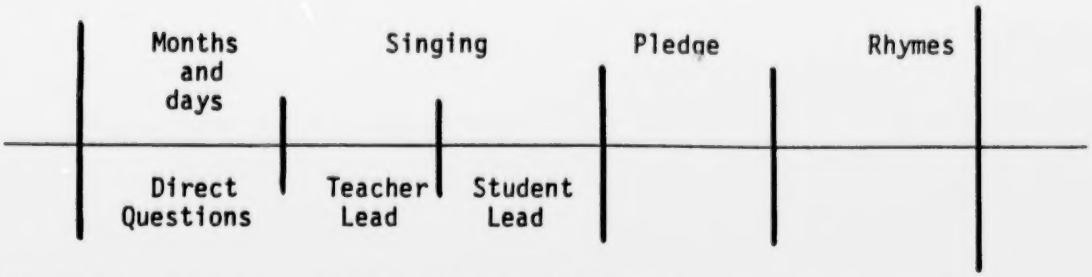
The charts illustrate activity segment selection during the first 40 minutes of the day. The associated paragraphs describe observations and perceptions during the exit interview. Teacher 1 was distinguishable from Teacher 2 on the 17 factors listed in this appendix. The difference in capacity demonstrates both the need and limits of an induction program. A follow-up treatment for Teacher 2 may be the next step in a complete staff development model that acknowledges the absence of natural or precocious professional development.

COMPARISON BETWEEN TEACHERS
BASED ON INTERVIEWING AND VIDEO TAPES

Teacher 1	Teacher 2
1. Capacity to learn from models	1. Limited capacity but none available; isolated condition of dependency
2. Management skills - "overlap" - "group focus" - "transitions"	2. Weak
3. Importance of environment	3. Weak
4. Capacity for individually "bright"	4. Yes
5. Affect and learning	5. Not until Christmas, if then, according to tape
6. Professional rationales for behavior	6. Primary activity is putting books away
7. Sensitivity to kids' outside lives	7. No evidence
8. Attention to curricular expectations	8. "Gives them something to do"
9. Scientific testing during practice	9. No ability to watch herself
10. Student experience as motivator	10. No evidence
11. Understanding of hidden curriculum	11. I don't like "show and tell" but
12. In process 'diagnosis'	12. None
13. Active Involvement as Motivation	13. Never mentioned this as objective
14. Visuals as tools for learning	14. Too preoccupied with management
15. "Whole year" sense	15. Living "month to month"
16. Professional expectations for work place	16. No evidence except complaining
17. Falibility and self-analysis	17. External locus of control (no personal responsibility)

Teacher 1 - Kindergarten

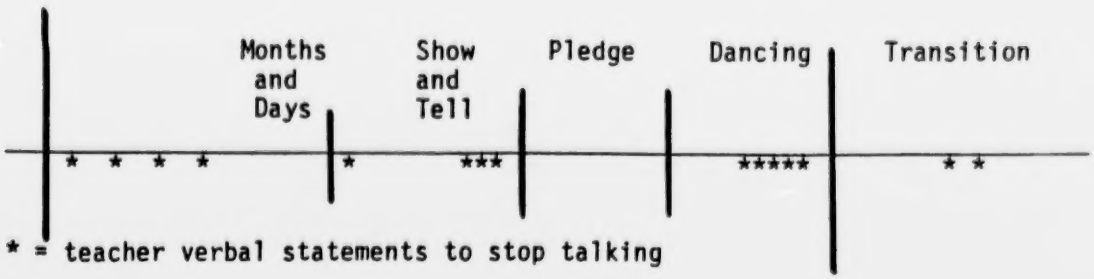
Principal's Evaluation 1 2 3 4 5
*



ACTIVITY: Beginning Circle - Teacher 1 demonstrated precocious first year development. Her video tape reflected a skillful routinized opening, overlapping of tasks, excellent attention to curriculum. She maximized involvement, provided for drill and practice and language practice. The 30-minute tape revealed a bright, personable, intelligent young professional. Her interview suggested disappointment with her primary administrator. It appears that little of the induction model was implemented in her building. The effect of this absence of implementation was a negative impression and a sense of having to make it on her own. Teachers of this caliber expect to be evaluated. They are prepared and welcome high expectations. The student cooperation during activities was excellent.

Teacher 2 - Kindergarten

Principal's Evaluation 1 2 3 4 5 6



* = teacher verbal statements to stop talking

ACTIVITY: Beginning Circle - The most distinctive impression left by this teacher in both her video tape and interview was her complete absence of professional vocabulary, perspective and insight. The number of desists on her tape, considering the time of year, is alarming. Very little was accomplished in relation to curriculum. This teacher was caught between a mentor in one building with a particular perspective and a principal in her building with a different perspective. The climate in the weekly meetings was not perceived as productive or supportive. This teacher had no recollection of going over the teacher evaluation. The weekly meetings are reported to have focused on the principal's needs and not the teachers'. This teacher would be a perfect example of someone who should be exposed to a summer training session as a condition of renewal. If she is permitted to contunue to teach as video taped, in two years she will either be entrenched with limited skills or have left the profession. The former outcome is the one most often occurring.

Teacher 1 - Kindergarten

Principal's Evaluation 1 2 3 4* 5

Months and days	Singing	Pledge	Rhymes

Direct Questions	Teacher Lead	Student Lead

ACTIVITY: Beginning Circle - Teacher 1 demonstrated precocious first year development. Her video tape reflected a skillful routinized opening, overlapping of tasks, excellent attention to curriculum. She maximized involvement, provided for drill and practice and language practice. The 30-minute tape revealed a bright, personable, intelligent young professional. Her interview suggested disappointment with her primary administrator. It appears that little of the induction model was implemented in her building. The effect of this absence of implementation was a negative impression and a sense of having to make it on her own. Teachers of this caliber expect to be evaluated. They are prepared and welcome high expectations. The student cooperation during activities was excellent.